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ABSTRACT

The paper describes a computer/writing curriculum for hearing impaired and language disabled students which incorporates word processors with the process approach to writing. Such an approach emphasizes writing as a communication process and allows students to select their own writing topics and work independently or as a group. The curriculum is designed to improve vocabulary, logical thinking, practical application, and clear communication, and to help hearing impaired students view writing as interesting and fun. Approximately 30 objectives are listed with information broken down on skills, suggested teaching activities, and resource materials. Objectives include familiarization with the computer and word processor, use of different sentence types and patterns, completion of a narrative project, and use of different formats. The use of the word processor in evaluation through the conference process is considered. Sample learning activity packets for creative writing, descriptive writing, business and personal letters, and reports are provided. (CL)

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Writing is FUNdamental:

COMPOSITION AND WORD PROCESSING CURRICULUM

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TO THE EDUCATIONAL RESOURCES

This curriculum can be compared to clay. It is still in the stage where it can be molded and shaped to meet the needs of the students. The use of the Process Approach to Writing requires teacher involvement. The more you learn about it the more you realize that the curriculum is meant to be flexible and manipulated.

COMPUTER AND WRITING CURRICULUM

DEFINITION:

A curriculum which incorporates the use of the word processor in composition class utilizing the Process Approach to Writing. It is designed for hearing impaired and language disabled students.

COURSE DESCRIPTION:

The curriculum is based on process-oriented writing instruction which emphasizes writing as a communication process. The course provides intensive experiences in the writing process; pre-writing, writing and rewriting. (Shostak, 1984)

The course includes on going assignments and writing projects which organize learning around interrelated skills for the purpose of communicating. The projects lead the students through important steps in the writing process.

The curriculum allows for individualization and flexibility. The number of included behavioral objectives is purposely extensive so that the teacher can create learning activity paks that allow for different expectations and assignments for the individual students. The teacher is involved in leading students to reexamine their own writing. Positive evaluation that teaches students to take control of their writing is an important component of the course.

The course activities should be relevant and enjoyable. These factors will increase student interest in writing. The writing should be student selected and should proceed from subject to related subject, from simple to more complex. The activities should integrate reading and vocabulary improvement.

The course will emphasize writing to improve writing rather than the teaching of isolated skills which often have little carry-over into students' writing.

The Process Approach to writing emphasizes that the students select their own topics to write about. However, sample learning activity paks are included with the curriculum. The paks are based on goals set for the students and adopted from many sources. The pre-writing stage will include reading and vocabulary development, the writing stage will be individual and based on the students needs, and the editing stage will utilize conferencing; group and individual. Hearing impaired students need exposure to language if they are to write better themselves. Teachers should consider this fact when designing writing paks and mini-lessons.

As Dr. Taylor(1980) stated, this is the beginning "it is in writing that the computer offers the greatest success in the English curriculum." This is especially true for the student who is a delayed writer.

RATIONALE:

There has been much concern voiced about hearing impaired students lack of basic writing skills. The hearing impaired or language disabled students find writing a chore in which they usually receive very little positive feedback. Recent research has shown "that students learn to write by writing not be studying discrete grammar lessons" (Suttles, 1983). Hearing impaired students will become more comfortable at writing their thoughts if they have frequent writing experiences with positive evaluation and conferencing.

It is hoped that this curriculum will help to structure a successful writing program that will enable the hearing impaired students to develop necessary written communication skills. The composition curriculum is integrated with the computer because of the benefits and incentives it provides students in the writing process. "The computer is a communication machine that offers great possibilities for success in the writing curriculum." (Suttles, 1983)

When students write everyday or every other day, the writing can become an extension of thinking and speaking. The computer makes the entry of text much simpler and it allows the student to concentrate on the creative aspects of writing. The use of the word processor reduces the struggle in communicating ideas by lessening the tensions about spelling and grammar (Shostak, 1984). The hearing impaired student has many ideas to communicate but struggles with the task of writing clearly. The word processor makes it easier for him to learn to manipulate language. The knowledge that revision is easy allows the student to write first and then go back. The teacher as well as other students can be involved in the communication process when they make suggestions about what has been written. Hearing impaired students' vocabulary knowledge is usually much below hearing students at the same age. This often stifles the writing process. When students use the word processor, insertion is easy so the students are more receptive to teacher or peer suggestions of new vocabulary. The student no longer dreads having to recopy the whole page. This factor in itself is a valuable one.

The curriculum is set up to allow students to work independently on assignments or as a group. The hearing impaired student does not have enough class time to receive adequate writing practice so this curriculum can allow students to be involved in an independent study and receive the extra practice they need.

Other professionals see a benefit for using the word processor with hearing students. The potential is as great, if not greater with hearing impaired students who are accustomed to negative writing experiences. "The overall result can be a less restrictive, more creative environment in which to learn and improve writing skills." (Suttles, 1983)

IMPLEMENTATION:

The students will be involved in on going assignments and writing projects. They will be encouraged to improve vocabulary, logical thinking, practical application and clear communication. The learning paks may include contracts which encourage the student to take the time and effort to do a job of which they are proud.

Since the purpose of having students use the word processor is to help them learn to write, the activities will take place over a period of time. It is important that the teacher provide flexibility in the time the student spends on writing and on revisions. However, it is equally important that some assignments have project deadlines so that students can become skilled at budgeting their time.

One of the goals is to convince the hearing impaired student that writing can be interesting and fun. The computer is a motivating tool but only if it is paired with teacher enthusiasm and assignments which assure success. As the student's writing confidence improves, the teacher can take advantage of this and make the writing conferences more involved and challenging. Skills are taught in the conference because they last longest when taught in the context of the student's own writing. The initial assignments should serve as sources for individual language assessments for the teachers and motivators for the students.

The first several weeks of the class should emphasize the writing process and the importance of conferencing. The teacher will need to set some guidelines and organize the room so that writing can occur. The teacher's role is to encourage writing for communication, and teaching mini lessons on selected topics. The teacher participates in conferencing with verbal responses such as "this was very interesting could you explain more" ,etc.

As mentioned earlier, evaluation and revision is an important aspect of the course. One of the most difficult tasks is to convince hearing impaired students that revision is important and that there are many ways to express their ideas more clearly (Shostak, 1984). The evaluation in this course can be decided by the teacher, however several suggestions follow. The students use of the contract allows them to take an active part in the determination of the grade. The grade is based on effort as well as the written work. The emphasis is on process rather than on the final product. The evaluation can differ on assignments but should encourage students to locate errors and revise them for the purpose of communicating clearly. Students should have a written chart or record so that they can see their progress. The evaluation through conferencing can work on a skill or several skills at a time. The conferencing process should encourage teachers and peers to be tutors rather than critics (Suttles, 1983).

OBJECTIVE: The student will be able to identify the parts of the Apple IIe.

SKILLS	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
Student will demonstrate knowledge of: I. Hardware A. CPU B. Keyboard C. Monitor D. Peripherals 1. printer II. Software A. Storage 1. disks	Group- Students can view a demonstration on the parts of the computer then they can label a diagram of a computer. As a review, students can teach each other the parts of the computer or they can make practice questions for each other using the new vocabulary. Individual- The students can complete crossword puzzles using the new vocabulary. The teacher can use MECC Teacher Utility to make the puzzles. Individual- students can label a blank keyboard practice sheet and explain the function of the keys. See activity sheets pg. 10-13 in Bank Street Writer Activity Book or I Speak Basic to my Apple.	Print: I Speak Basic to my Apple Bank Street Writer Activities Book. Professional Books: Computer Literacy- A Hands on Approach Teacher Guide for Bank Street Writer

OBJECTIVE: The student will be able to complete a writing project using the word processor.

SKILL	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to: I. Identify the word processing features: A. write B. edit C. transfer II. Use the cursor correctly: A. in the Write mode B. in the Edit mode III. The student will be able to define orally and on paper the following words: A. erase B. unerase C. move D. find E. replace F. retrieve G. save H. print-draft	Group: Discussion. Explain that the modes are the three parts of the program. to (park, neutral, drive and reverse) in a car. The car can only do one thing at a time. Give the students paper copies of what they will see on the screen with each mode. Individual: Students will go through their notes and write practice questions as a type of review. Group: Students will see demonstrations of each of the commands. Work on one mode at a time.	Print: Bank Street Writer Activities Book. Software: Word Processing Program Bank Street Writer PFS Write Professional Books: Documentation, Bank Street Writer

OBJECTIVE: The student will be able to use the word processing features in the writing project.

SKILL	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to: A. enter text in the write mode B. erase text in the write mode C. delete, insert characters D. move sentences, paragraphs to other parts of text E. find and replace words in text F. retrieve a file from a disk G. create a new file by naming and saving text H. print a draft I. print a final copy J. initialize a disk, recognize the abbreviation init.	Group: Demonstration, how to init. a disk. Then the students will write the directions in their notes. Individual: Students will initialize their own disk. Individual: Students will work on a paper copy of a print-draft. They will proofread. They will insert words or characters into the sentences. Then the students will do the same activity on the computer. The students will retrieve a recipe and they will MOVE the directions so that they are in the right order. The students will retrieve a paragraph and will erase the lines that do not fit. Note: if you are working with low level readers the paragraph can contain a line of p's pppppppppppp. The student will select a news article or story to enter in the computer. The students will save it, give it a name and print it in two forms. Later, the teacher will alter it and the student will correct it for more practice.	Print: Bank Street Writer Activities Book. Reader's Digest World Around You Software: Word Processing Program Bank Street Writer PFS Write Professional Books: Documentation, Bank Street writer

OBJECTIVE: The student will recognize writing as a form of communication and will develop desirable habits and attitudes.

SKILL	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to: A. explain how a word processor can help make them better writers B. write so that others can understand what is written. C. approach writing as a positive experience. D. seeks to convey a message in written form. E. include writing as a leisure time activity. F. develop a permanent interest in writing. G. attempt to write to a specific audience. H. try varied kinds of writing I. evaluate clarity of own ideas expressed in writing. J. shares and discuss writing K. try to imitate the style of well written selections. L. try to evoke an emotional response in the reader. M. attempt to use imagery N. increase ability to evaluate own writing progress. O. try to improve own vocabulary P. increase length of time they can spend in a free writing task.	Group: Speaker, ask a secretary to speak to the class about how word processing helps in the office. Individual: Students can list reasons for writing. Group: Have a discussion in which students have a dilemma and good writing is the solution. Group: Have a discussion about famous authors and the type of environment they needed for writing. Do the students think word processing will help authors? Group: Students can learn decision making by creating a PRO/CON chart for use of the word processor for writing. Individual: Students can write a letter themselves discussing their feelings and mood that day. It will be put away to be read at the end of the course. Should include feelings about the course and personal evaluation about feelings toward writing. Teacher may need to provide guide questions. Group: Students will discuss their ideas of what makes writing good. Students can do an opinion poll-asking other students/teachers what qualities are in good writing. Students can be asked to keep	Print: Bank Street Writer Activities Book. Reader's Digest World Around You Reading by Doing Software: Word Processing Program Bank Street Writer PFS Write Professional Books: Documentation, Bank Street writer Adolescents Communica and Disorders A Survival Kit for Teachers of Composition Writing, Teachers and Children at Work Lessons from a Child

OBJECTIVE: The student will use different sentence types in their writing projects.
The student will use different sentence patterns in their writing projects.

SKILL	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student's written work demonstrates understanding of: I. Sentence Types A. Declarative B. Interrogative C. Exclamatory D. Imperative II. Sentence Patterns A. NP + V B. NP + V +NP C. NP + Vl + Adj D. NP + V + NP E. NP + Vb + adv III. Sentence Structures A. Simple Sentences B. Compound Sentences C. Complex Sentences	The teacher should look for inclusion of these 4 sentence types in written projects. Exercises for reinforcement or instruction may be given if they relate to the project as a whole. Individual Sentence Combining Activities are easy to do on the Word Processor. Ideas to follow later. Writing project teacher can encourage exclamatory or imperative if they use: Teacher can dramatize a scene. Can be functional in nature. ex. poisoning, accident, ordering in a restaurant, getting a car fixed. Then the student must write a paragraph about what they saw. They may write it in dialogue form if this has been explained.	Print: Building English Skills The Writing Plan The Composition Process Reading by Doing Software: Word Processing Program Bank Street Writer PFS Write Professional Books: Syntax and Semantics Language, Learning and Deafness. Adolescents Communication and Disorders Building English Skills

OBJECTIVE: The student will demonstrate knowledge of paragraph awareness in writing projects.

SKILLS	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to : I. imitate paragraphs and change certain features. A. by changing names, numbers. B. by changing pronoun reference. C. by changing the outcome. D. by changing the setting. E. by changing the action. F. by changing the point of view.	Provide experiences and occasions for students to recognize the elements of a written paragraph. The students will read a paragraph together. With the teacher, they will insert various descriptive words and edit out the unecessary words. Individual: As a component of certain writing projects, the students will be exposed to a well written paragraph of the same style. They will retrieve a file paragraph and imitate it but change one or more factors. The paragraph will serve as a model for the project. Group/individual: For copy cats only. The student will read the sample material. They will reread it until they can write long strings of words without looking back. The student should keep repeating the sentences in their minds as they type it into their file. Sources for paragraph imitation should fairy tales, narratives, etc. Some of the paragraphs should be functional so that the student is exposed to functional vocabulary and ideas.	Print: Writing Sense Everyday English The Writing Process Software: Banks Street Writer References: Between the Margins

OBJECTIVE: The student will be able to write a unified paragraph in their written projects.
The student will recognize that the paragraph is a form of communication with an audience.
The student will develop an inner dialogue to recognize the paragraph form in their writing during conferencing time.

SKILLS	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to: I. write a cohesive paragraph according to the following: A. The topic sentence will contain the main idea. B. All sentences will relate to the topic sentence. C. The concluding sentence will draw the reader's attention back to the topic sentence. D. the paragraph will communicate a message. II. The student will demonstrate the ability to: A. See the relationship between items. B. read a paragraph recognize the main idea and write it in a topic sentence. C. write a "jot" list about a topic and then write a summary sentence. They will recognize it as the topic sentence. D. indent the paragraph to show that it is a main idea.	Provide experiences and occasions for students to recognize the elements of a written paragraph. Group/individual: They will read a list of supporting ideas or a paragraph and give it a topic sentence. Indiviudal/group: Students will be able to write "jot" lists of ideas about a topic..then they will be able to write a summary sentence about the ideas. They will recognize that this is the topic sentence. Writing project suggestions: 1. The student will choose an object, place or event and compose a paragraph about it, the student will recognize the elements of a paragraph. The emphasis is on clear communication between the writer and the audience. 2. Students can describe an imaginary object, after they complete a "jot"list of its characteristics. 3. Students can write about their. families: various topics. 4. Students can write paragraphs about a picture they choose. The picture should be related in some way to the writing project. 5. Students retrieve a file and delete the sentences that are unrelated. Teachers model good paragraphs in mini-lessons by composing in front of the students or reading good paragraphs to the students.	Print: Writing Sense Everyday English The Writing Process A Plan for Writing Building English Skills Filmstrip: PreWrite,Rewrite Sunburst: to generate pictures for writing stimulus Professional: Reading, Writing and the Exceptional Child

OBECTIVE: The student will be exposed to different types of paragraph development.
The student will develop and write paragraphs that convey meaning accurately.

SKILLS	SUGGESTED TEACHING ACTIVITIES	RESOURCE MATERIALS
The student will be able to: I. write a paragraph developed by one of the following methods. A. Identification B. Examples C. Compare/Contrast D. Classification E. Cause/Effect F. Definition	The teacher should look for these paragraph types in writing projects. Suggestions: While working on descriptions, ask students to compare given objects or pictures. Students can utilize and recognize reference materials: to research a fact and write a identification or definition paragraph. For example, students may research about an animal, and then write a factual paragraph. As the second part of the writing project the students can write a fanciful tale describing how the lion got its mane, or the zebra got its stripes. Students will recognize different purposes for writing. Using practical/functional situations poisoning,baking, buying a house. After seeing a dramatization of the situation, the student can identify the problem and solution, (cause/effect) Or the student can write a summary. Students retrieve a file of several sentences. They read them and determine which is the topic. They rearrange them into a cohesive paragraph. The students can play detective, they read a given paragraph and edit out the sentences that do not belong.	Building English Skills Macmillan English The Writing Process. <u>Professional:</u> Language Arts Composition Skills Ideas for Teaching English Computers in Composition Instruction.

OBJECTIVE: The student will understand that writing is a process involving prewriting activities, composing , rewriting and editing.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to: I. perform pre-writing activities. (increase context knowledge prior to writing.) A. explain brainstorming process. B. produce a list of brainstormed topics. C. develop a semantic map for an idea. D. organize ideas into some format; outline, network, etc. E. determine the purpose for writing. F. will be involved in an oral discussion of the topic prior to writing. II. The student will be involved in the writing process in a project. A. can identify the "audience" and direct the writing. B. can recognize the main idea that they are trying to communicate in their writing. C. is able to enter text into the word processor.	Group: The teacher reads the students a story or a paragraph on a topic. As a group they do a group association task. Demonstrate how to make a "jot" list of ideas. Work through the process of organizing the information. The students should begin to formulate the topic sentence. See example. Group: Concentrate on developing students' vocabulary by providing experiences in the prewriting stage. Group: To help students identify audience" have them look at different types of advertisements. As the students look at the characteristics they can decide who the ad is directed to. Individual: Using directions from a product label, the student can rewrite it for a younger audience. Group/individual: Ask students to write pretend" stories to be shared with younger children. Group: Demonstrate with the students how to select a topic, brainstorm it and narrow it down to a topic sentence. Use topics the students know and care about. Demonstrate how to do a memory tree--as a way to get a topic.	Building English Skills The Writing Process. A Plan for Writing The World Around You Reader's Digest Magazine <u>Professional:</u> Language Arts Composition Skills Ideas for Teaching English Composition Instruction. A Survival Kit for Teachers of Composition. Reading, Writing and the Exceptional Child. Writing: Teachers and Children at Work

OBJECTIVE: The student will understand that writing is a process involving prewriting activities, composing , rewriting and editing.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
III. The student will be able to revise and edit his own work. A. The student is able to reread his written work and decide if there are any ommissions . B. The student is able determine if his message is clear. C. Student uses feedback from peers and teachers to edit work. D. The student is able to use proofreading symbols to identify errors in written text. E. The student understands the purpose of the rough draft. F. The student is able to edit text using word processing commands. G. The student will be able to edit spelling errors using Bank Street Speller.	The use of the word processor provides more incentive for students to make revisions because they no longer have to contend with a messy paper or recopying the whole thing. However there is still need for teacher direction in the editing process. The conferencing period should be positive, encouraging and informative. Teacher should provide guide questions to help students understand the process of revising. Develop inner dialogue. The teacher should organize some way to publish students' writing. This provides incentive for good writing and proofreading. Group: One way to show students that revision is acceptable and that everyone does it is to get a copy of one of the President's speeches in its rough draft form. The students see that everyone modifies their work to make the message clear. Individual: To get practice in reading proofreading symbols the students can play detective. They can retrieve a file from the disk. Using the revision symbols the students will find the errors and correct them. Start with the obvious and then work to the more difficult. Use material related to the content area.	The Writing Process Complete Guide for Learning Center Survival Guide for teaching composition. Software: Bank Street Writer Bank Street Speller PFS Write Professional: "Computers, Kids, and Writing" Ideas for Teaching English. Reading, Writing and the Exceptional Child Language Assessment and Intervention.

OBJECTIVE: The student will be involved in the process of composing word pictures. The student will participate in activities that will help sharpen their powers of observation. By telling how something looks, feels, smells, or tastes, the student will be able write descriptive paragraphs.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will increase knowledge of vocabulary needed for descriptive writing. A. Given a written paragraph the student can identify descriptive sensory words. They can identify the sense to which each word appeals. B. Using a Thesaurus, the student will find words with similiar meanings to a given descriptive word in context. C. The student will be able to retrieve a file with a story containing a choice of words. The student will select words which are specific and will enhance the story. D. Given a specific object, place, or picture. The student will be able to list 10 specific details which would create an effective description. E. Given any word, the student can list 5 words which modify it.	Group: Read examples of good sensory writing. Students discuss what words created pictures in their minds or moods Concentration on vocabulary will be important. Individual: Students will retrieve a file in which the descriptive words are omitted. The student enters words to complete the story. Group: The teacher needs to provide many experiences to expose the students to new vocabulary. For example the students can feel unseen objects in a box and come up with descriptors. They can be asked to smell a variety of items and write down what moods they create. Students will add words to their word banks. Individual: After writing an initial descriptive paragraph and then going through some vocabulary experiences. The students can use the thesaurus to edit their work to make it more specific and descriptive. Individual reinforcement: Students will retrieve a file of sentences in which they must choose the best descriptor, add it to the sentence and print out a good copy. "Bill _____(went, skipped) along the (hot, blistering) street on his way to the store." Student created Word Banks.	The Writing Process A Writing Plan Communicating Writing Sense Survival Guide for teaching composition. <u>Software:</u> Bank Street Writer Bank Street Speller Reference: Thesaurus Dictionary <u>Professional:</u> "Computers, Kids, and Writing" Ideas for Teaching English. Reading, Writing and the Exceptional Child Language Arts, Composition skills.

OBJECTIVE: The student will write descriptive paragraphs.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
The students will be able to: I. write sentences containing descriptive words that create images in the reader's mind. A. The student will be able to match pictures to descriptive sentences or paragraphs. B. Given a picture or an object, the student will write 2-3 sentences using descriptors. C. Given a sentence or a paragraph which lacks descriptive words, the student will edit it and insert descriptors. D. Given a set of sentences containing adjectives, the student will insert a more specific adjective. E. Given sentences containing abstract words, the student will insert concrete details. F. Given sentences describing a motion, the student will insert more specific verbs. The student may modify the format of the sentence. G. The student will recognize the appropriate place to use modifiers. Skills the students will work on in the conferencing time. Peer/individual. du	Group: Read examples of good sensory writing. Students discuss what words created pictures in their minds or moods. Students write best about the things they know the best. Food: Describe one of your favorite foods in detail. Make it sound incredibly delicious. Use words that appeal to many senses. Describe a food that you really dislike, make it sound awful. Use sensory words. Describe their class to someone who does not attend the school. Start with a "jot" list and have them work toward a summary sentence that will be the main idea. Try to send it to another school and let them do the same. Let the students be real-estate sales people. They must write a catalog description for each house. Students can retrieve files that the teacher has created to complete items C,D,E,F,. For F: example "Sue stirred the batter. She poured the cake in the pan. She put it in the oven." For E: example "Frankie showed signs of nervousness and took quick puffs on his cigarette." Students can smell an unknown object and relate it to an event then write sentences about the event with descriptors.	The Writing Process A Writing Plan Not Just Schoolwork Writing Sense Write it right Filmstrip: Writing through the Senses Software: Bank Street Writer Bank Street Speller Reference: Thesaurus Dictionary Professional: The Writing Process Ideas for Teaching English. Reading, Writing and the Exceptional Child Language Arts, Composition skills.

OBJECTIVE: The student will be able to write descriptive paragraphs.Writing Descriptive Paragraphs

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
The student will be able to: I. write descriptive paragraphs. A. The student will select an object or a place and write a description so that the reader will be able to identify the place or object. B. The student will be able to use physical point of view in writing descriptions. C. The student will be able to write a character description.	Group: Read examples of good sensory writing. Students discuss what words created pictures in their minds or moods There is any number of activities that can interest students in writing descriptions. The key is to give them enough backgound information to use. Providing an audience is also important, once the stories are written. Suggestion for "A": Group/individual: Can be done like a a game. The student can type their description into the computer. Students exchange disks, read the persons description and type in what they think is described. May get some interesting results. Individual: Decide where to stand in your house, or school. Describe the house as it would look in the photograph. THEN when they get home they should stand in the exact same place they imagined they stood when they wrote the paragraph. Observe carefully then revise their writing. Individual: A thinking/reflective activity. Can be used in the pre-writing stage. If you could have only one of your senses which would you choose and why. What are some of the experiences you would miss if you lost 4 of your senses.	The Writing Process A Writing Plan Not Just Schoolwork Writing Sense Write it right Building Eng. Skills Filmstrip: Writing through the Senses Software: PFS Write Bank Street Writer Bank Street Speller Reference: Thesaurus Dictionary Professional: The Writing Process Ideas for Teaching English. Reading, Writing and the Exceptional Child Language Arts, Composition skills.

OBJECTIVE: The student will incorporate elements of style in their descriptive writing.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
The student will be able to: IV. identify and write metaphors and similes. A. From their reading the student will be able to recognize metaphors. B. The student will be able to recognize similes in their reading. C. Students will retrieve a file and they will insert an ending in an incomplete simile. D. Students will retrieve a file of given sentences and they will rewrite them so they contain a metaphor. E. The student will include simile or metaphor in their written work. F. Students will recognize that descriptive words can have positive and negative connotations.	Group: Read examples of good sensory writing. The writing should contain similes and metaphors. Lead the students to a discussion about how these sentences help give a clearer picture to the reader. Group: Hearing impaired students will need activities that introduce them to new vocabulary that they will need. The teacher should start looking for this type of device to show up in the student's written projects. Group/individual: Have students brainstorm a list of words associated with old people. After they make their lists they should put them into two categories. One category would be a list of positive words, one would be a list of negative words. The students would eventually write two separate paragraphs. This could lead to a discussion about stereotype. Individual: Students can write two sentences about an item or a person and they can give them to another student so that student can add positive or negative descriptors. writing.	The Writing Process A Writing Plan Not Just Schoolwork Writing Sense Write it right Building Eng. Skills Filmstrip: Writing through the Senses Software: PFS Write Bank Street Writer Bank Street Speller Reference: Thesaurus Dictionary Professional: The Writing Process Ideas for Teaching English. Reading, Writing and the Exceptional Child Language Arts, Composition skills.

OBJECTIVE: The student will be able to write experiences in story form.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
The student will demonstrate the ability to: I. use time sequence in the organization of narrative paragraphs A. to sequence pictures and write a story about it. B. to list the steps of any process in chronological order. C. use transitional words to connect sentences in a chronological ordering of events II. understand and use story grammar. A. Create a setting in writing. B. creates a story problem (climax) and solution. C. Creates a story with a beginning, middle and end. D. attribute feelings and emotions to characters. E. identify the parts of his own story.	Group: Provide experience with stories that are written in chronological order. The students' writing projects should include activities that will require the use of order. Some prewriting activities may include writing stories to follow the comic strips. Have the students sequence the story and then elaborate on what they see. Biographies and autobiographies are also a good source to use. Group: The teacher can demonstrate some functional activity. Provide the vocabulary and the demonstration. The students must write down the steps. Individual: The students can retrieve a file in which the directions for an activity are messed up. The student must rearrange them. Group/individual: To help build story sense. Cover five small boxes and then label them setting, characters, problem, climax, ending. The students write at least one sentence for each box. Then pass around the boxes, the students pick one slip of paper and they reconstruct the new story and orally tell it. Later Individual: A thinking/reflective activity. Can be used in the pre-writing stage.	The Writing Process A Writing Plan Not Just Schoolwork Write it right Building Eng. Skills Software: Bank Street Writer Bank Street Speller PFS Write Professional: The Writing Process Between the Margins Ideas for Teaching English. Reading, Writing and the Exceptional Child Language Arts, Composition skills.

OBJECTIVE: The student will be able to complete a narrative writing project.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
The student is able to : III. recognize point of view. A. recognizes first person and uses it in their writing. B. recognizes 3rd person narrative and uses it in their writing. IV. identify the characteristics of narrative and attempts to use them in their writing. A. recognize purpose of narrative: 1. to make a point 2. to tell an exciting story 3. to make people laugh 4. to share an experience B. use an interesting topic sentenc to catch the reader's attention. C. use dialogue D. use sensory details E. write a conclusion that explains something about the main event. V. The student demonstrates the ability to: A. predict past or future events when given a portion of narrativ B. revise portions of their narrative so that it communicates clearly with the audience.	Individual: Students will retrieve a narrative file and imitate it, except they will change the point of view. Individual: Students can write about an event in their family or at school and they can write two versions, showing use of two points of view. Group: Students should be exposed to writing that illustrates use of point of view. Modeling, The teacher will give them examples of narratives with different purposes to read. Writing Project: Students may decide to put together their own magazine, containing different kinds of narratives. They may design a theme and write their stories and poems around that. Group: As part of the prewriting process the students should participate in some oral story telling sessions. Individual: The students may need extra practice with dialogue, discourse. Students can retrieve a text of writing. They can edit the sentences to they are in dialogue form. Provide reference sources in the room so that the students can refer to them for the proper punctuation in dialogues, during the conferencing periods. Students may find it interesting to predict a future for themselves or change the beginning of their life. Individual: interview an individual of their choice, write a narrative.	The Writing Process A Writing Plan Not Just Schoolwork Write it right Building Eng. Skills <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Between the Margins Ideas for Teaching English. Activity Book for Bank Street Writer Write to Succeed Language Arts, Composition skills.

OBJECTIVE: The student will recognize that writing styles differ depending on the author's purpose.
The student will use different formats in their written expression.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to identify and produce the elements which identify a fable. A. The students will read and tell fables. They will identify the characteristics of a fable. B. The student will be able to list some common human weaknesses or failings that are commonly used in fables. C. Students will read fables and identify the human weakness portrayed. D. Students will write and discuss moral lessons. E. Given a fable, the students revise and edit the descriptive language. II. The student will be able to write a fable. A. Given a fable, the student will write a moral.	Group: As part of the prewriting process the students should patrticipate in some oral story telling sessions. Individual. The teacher can involve the students in brainstorming, memory chains, to help the students come up with topics for their writing. The teacher may choose to do some vocabulary development related to various topics. Encourage students to read fables by keeping books in the room to be used during silent reading time.	Spotlight on Literature. Communicating Building Eng. Skills <u>Filmstrips:</u> The library usually has filmstrips of the fables. <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Between the Margins Ideas for Teaching English. Activity Book for Bank Street Writer Learning Centers Language Arts, Composition skills. Reading, Writing and the Exceptional Child

OBJECTIVE: The student will be able to write expository paragraphs.
The student will use different formats in their written expression.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to identify and produce the elements which identify an expository paragraph. A. The student is able to identify the purpose of an expository paragraph. 1. to tell how or why B. Given a set of statements, The student is able to give the main idea. C. Given the main idea, the student is able to write supporting details in outline form. D. The student will be able to arrange supporting details in logical order. E. Using an outline and supporting details, the student can write a paragraph. F. Given a paragraph, the student can delete the irrelevant details. H. Develops expository paragraph in one of these ways: 1. example 2. incident 3. reasons 4. compare/contrast G. The student's paragraph conveys the message clearly. I. Connects paragraphs	Individual: Students will retrieve an expository file and change the verb tense. Individual: The writing tasks given by the teacher can be functional. Some topics that could be used are: storage of food--spoilage carbon monoxide poisoning correct use of an appliance how to select a doctor, etc. how to jump start a car. Individual: The student can investigate topics of their choice. The objective should be to guide young writers in the expression of self-generated topics. Group Project: The students design their own magazine around a certain theme. All the students contribute to the magazine. They can design a cover and illustrate the stories. Students can create their own data bases of information. Group/individual: Hearing impaired students have difficulty using reference materials. Training in the handling of reference materials may include the use of controlled sources. The teacher can give mimeographed sources, students take notes and then organize their report. Individual: Help students develop guide questions so they can limit their topics.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills The library usually has filmstrips of the topics of interest. Software: Bank Street Writer Bank Street Speller PFS Write Professional: The Writing Process Paths to Writing Ideas for Teaching English. Activity Book for Bank Street Writer Learning Centers Language Arts, Composition skills. Reading, Writing and the Exceptional Child

OBJECTIVE: The student will be able to write a short story.
The student will use different formats in written expression.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to identify and produce the elements which identify a short story. A. The student is able to identify the elements of a short story. 1. plot, characterization, setting, theme. 2. identify and explain story problem and solution. B. The student is able to write a character sketch. 1. describe physical attributes 2. writes action of the character. 3. attributes feelings and emotions to the character C. The student is able to portray main and supporting characters. D. The student can outline a plot after choosing a topic. E. The student will choose a setting, and describe it. F. The student can write a short story. G. The student can write the appropriate title. H. Student uses: flashback, foreshadowing.	Most of the teaching activities involved here will be in the exposure and prewriting stages. The students will be able to use their creativity on these writing projects. Individual: The student can brainstorm topics of their choice. The objective should be to guide young writers in the expression of self-generated topics. Individual: The students will write a short story, they will have at least one character. They will determine the climax. They will have an introduction, which gives the essential facts to catch the readers attention. They will include a setting which they will accurately describe. They will include a conclusion in which the plot is solved, and the student will give it a title. Conferencing time will emphasize the above characteristics by developing student's questions. Individual: Help students develop guide questions so they can limit their topics.	The Writing Process Communication Write it Right Building Eng. Skills. The library usually has filmstrips of the short stories. <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Paths to Writing Ideas for Teaching English. Activity Book for Bank Street Writer Learning Centers Language Arts, Composition skills. Reading, Writing and the Exceptional Child Writing: Teachers and Children at Work.

OBJECTIVE: The student will be able to research facts and use those facts to write a fictional short story
The student will use different forms in their written expression.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to: A. The student is able to identify research sources in the library. B. The student can take notes from a reference source. C. Students can create a data file. D. Given specific facts about character and setting, the student will write an outline describing the plot. E. The student will write a short story based on researched facts. E. The student will be able to write a news story based on a current event. F. The student can write a 5 paragraph biography.	Individual: Students will retrieve an expository file and change the verb tense. Group: Introduction or review lesson to the resources in the library. Talk about the almanac as a source for facts. The teacher should keep in mind her/his student's abilities when designing this project. All students can complete a writing task of this nature however the teacher may use controlled references or present the facts. This project design is up to the discretion of the teacher. Several suggestions: the idea of a magazine student created newspaper of historical information. the students can collect news articles on a certain topic they are interested in for several weeks. They can use those articles to make their short story. Training in the handling of reference materials may include the use of controlled sources. The teacher can give mimeographed sources, students take notes and then organize their report. Individual: Help students develop guide questions so they can limit their topics. Individual: Interview a person of their choice, create a short story using the information.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills The library usually has filmstrips of how to use the library. <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Paths to Writing Ideas for Teaching English. Learning Centers Language Arts, Composition skills. Reading, Writing and the Exceptional Child

OBJECTIVE: The student will be able to communicate clearly in business letters for a variety purposes.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to set up the correct form of a business letter. A. The student can label the parts of a business letter. 1.heading 2.inside address 3.salutation 4.body 5.closing 6.signature B. The student will be able to identify the two forms of a printed business letter. 1.block 2.modified block C. The student will use punctuation in the appropriate place in the letter.	Group: Demonstration and explanation of the parts of a letter. Teacher could give students a letter in business form telling them some form of information that is pertinent to them to get their attention to the task. Discuss with the students "first impressions." Hearing impaired student's knowledge of idioms is weak so all the writing projects should have exposure to some. Explain why it is important that a business letter neat in appearance.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English How to Get the Job you Really Want <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will be able to communicate clearly in business letters for a variety purposes.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to write a business letter to: A. order something , the letter will include: item name item number price description B. adjust a problem, the letter will include: why the goods were unsatisfactory date, prices,sizes trade names or numbers. explain the adjustment you expect a courteous and brief explanation an explanation that accentuates the positive. C. a letter of inquiry. The letter will include: what information is needed why the information is needed writing that is explicit explanation that is courteous D. a letter of application for job. The letter will include: name of job reason why you are applying why you feel qualified(brief) request for an interview	Teachers should stress to the students the advantages of using the word processor to do business letters. Some forms of the letter can just be stored and edited for a specific purpose. It is a real time saving benefit. Also it is impressive to send a clean copy with no erasures. requires the realization of an audience. There are a number of career texts that are available. Some are specifically designed for the hearing impaired. These would be a good source for ideas for job application letters. Writing requires the realization of an audience. It is helpful if the students can write to real places.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Bank Street Writer Activity Guide. How to Get the Job You Really Want <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will be able to communicate clearly in social letters for a variety purposes.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to set up the correct form of a social letter. A. The student can label the parts of a social letter. 1.heading 2.salutation 3.body 4.closing 5.signature B. The student will use punctuation in the appropriate place in the letter.	Group: Demonstration and explanation of the parts of a letter. Teacher could give students a letter in social form telling them some form of information that is pertinent to them to get their attention to the task. Discuss with the students why social letters are used. Allow them to come up with reasons. Also take time to explain computer bulliten boards and networks for sending letters through computers.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Software: Bank Street Writer Bank Street Speller PFS Write Professional: The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will be able to communicate clearly in social letters for a variety purposes.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to write the following social letters. A. invitiation , the letter will include: the time date type of party time ending map, directions B. acceptance letter, the letter will include: affirmative answer enthusiastic response to the activity repeat the date, time, place C. a letter of regret. The letter will include: expression of gratitude for the invititation regret that you cannot accept the invititation. a reason for refusal. D. a letter of appreciation. The letter will include: specific activities that were enjoyed thank you for the host E. letter of congratulations. Will include: expression of joy warm sincere tone	There are a variety of sources that a teacher can use to get ideas for letter writing. The students will be interested if it is pertinent to them. If the teacher can set it up so that the letters are sent to a real place and the students can get a response, that will be the best situation since writing requires the realization of an audience. Project: The students can plan a party for another group, this would require sending invitations etc. The students will be involved in a variety of functional activities in this project.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Bank Street Writer Activity Guide. Software: Bank Street Writer Bank Street Speller Professional: The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will be able to communicate clearly in social letters for a variety purposes.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to write the following social letters. F. letter of condolence, the letter will include: an offer of sympathy say something about the deceased, some memory or quality the person had try not to comment on the reason for death offer assisstance willingly	This topic should be discussed with the students since it is a difficult situation both orally and on paper. The students will benefit from discussions and role playing in a non-threatening situation. Modeling by the teacher in a mini-lesson would be an effective way of dealing with the topic.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Bank Street Writer Activity Guide. Software: Bank Street Writer Bank Street Speller PFS Write Professional: The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will be able to use the word processor to do job related communication.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will be able to write resume. A. The student will include: educational background address job experiences references B. The student will write a letter of application. (see business letters) C. The student will write a letter of recommendation D. The student will write a letter of appreciation for an interviewer. E. The student will be able to explain why the word processor is beneficial for job related communication.	There are a variety of sources that a teacher can use to get ideas for resume writing. The students will be interested if it is pertinent to them. If the teacher can set it up so that the letters are sent to a real place and the students can get a response, that will be the best situation since writing requires the realization of an audience. There are a number of job/career texts that can be utilized by the teacher when developing the learning pak for this topic.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Bank Street Writer Activity Guide. How to Get the Job You Really Want. <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will be able to participate in writing conferences. The students will be able to recognize and apply the mechanics of writing to their written work and the work of others.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will develop, maintain or increase use of capitalization, punctuation accuracy. A. Given the student's written work, the student will capitalize: proper nouns first word of the sentence dates, B. Given the student's written work, the student will use periods at the ends of sentences and following initials and abbreviation. C. Given the students written work, the student will use commas D. Given the student's written work the student will use semi-colon and colons appropriately. E. Given the students written work, the student will use abbreviations when appropriate.	The teachers first motive in this course is the writing of content. The use of mechanics should be considered by the student because it effects the clarity of communication. Students are more apt to take suggestions for corrections on the word processor because it does not mean that they must retype the whole page because they forgot a comma. The marvelous thing you can do with the computer is record on a disk all the changes that a student makes in the process of composing. The teacher actually gets a record of every change made in text. The teacher can also classify the nature of the changes. You will have a marvelous chance to study the student's writing development." Students should develop the skill needed to proofread and edit mechanical errors in text. Have available in the room, resources the student can use for finding the rules for mechanics. Let the student refer to the sources and take the editing responsibility away from the teacher and put it back on the writer.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Bank Street Writer Activity Guide. Software: Bank Street Writer Bank Street Speller Professional: The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.

OBJECTIVE: The student will participate in class activities, personal reading and class conferencing time so that they can improve vocabulary knowledge in context as well as with the dictionary.

The student will increase their vocabulary knowledge so that they can write more easily and cle

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The student will develop vocabulary related to functional areas. A. Kitchen B. Car C. Banking D. Leisure E. Health F. Job G. government	Each packet activity should include an area of vocabulary development. Lack of vocabulary can stifle writing that is why it will be important to be a resource for the student writer. They can often explain what they mean but they don't know the word. Students are more apt to take suggestions for corrections on the word processor because it does not mean that they must retype the whole page because they want to change a word.	The Writing Process A Plan for Writing Write it Right Building Eng. Skills Everyday English Bank Street Writer Activity Guide.
II. The students will recognize how specific words can convey a more exact meaning than general word A. Students will develop a vocabulary of specific words for each given general word. B. Students will develop a knowledge of "strong"words. C. Knowledge of idioms. D. Students will improve their knowledge of cliches.	Conferencing activities will enable students to help each other improve their vocabulary base.	<u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Paths to Writing Ideas for Teaching English. Communication in Business Learning Centers Language Arts, Composition skills.
III. Students will demonstrate ability to use reference sources. A. Dictionary B. Thesaurus		
IV. Students will create their own word bank during activities.		

OBJECTIVE: Students will be able to use a written format to communicate about a book they have read.

SKILLS	SUGGESTED ACTIVITIES	RESOURCE MATERIALS
I. The students will write book response that look at books in different ways. A. Given a book, the student will relate an incident which was particularly interesting. B. Given a book, the student will write a paragraph stating why they like or dislike a character. C. Given two books, the students will compare/contrast 2 characte D. Given a book, the student will write several paragraphs describing the character's motives in the story. E. The student will be able incorporate what they have read in what they are writing. F. Students' will respond to books as "one author to another."	This activity can be used with student's who have demonstrated the reading ability to do independent tasks. For the other students the teacher can incorporate a language experience approach. The use of the word processor lends itself quite easily to use in an LEA program. for another curriculum. The teacher may choose to do book responses over and above the course requirements. Or they can use it as a unit. The goal is to get students to read and to enjoy reading. Also to help them improve their writing and recall skills. The book responses can be typed onto a disk and stored. Then when another student wishes to read a book and wants some suggestions they can read what other students have said about the book.	The Writing Process Building Eng. Skills Bank Street Writer Activity Guide. <u>Software:</u> Bank Street Writer Bank Street Speller PFS Write <u>Professional:</u> The Writing Process Ideas for Teaching English. Reading,Writing and the exceptional child Learning Centers Language Arts, Composition skills. Writing: Teachers and Children at Work

EVALUATION

The use of the word processor in the composition classroom with hearing impaired students will not make them better writers, automatically. The word processor is only a machine that allows students to type and edit text. However, it is a tool that the teacher can use to help students become better writers. Teacher's still are a necessary component, to help, teach and to support new writers.

Evaluation is a crucial area in the writing curriculum because it affects the motivation and the confidence of the student. When the student begins to write, it is important that he/she feels acceptance by the audience. Content should be the major area of evaluation in writing. To punish a deaf student for mistakes in grammar or useage in beginning writing attempts can make writing a very frustrating experience. The teacher wants to encourage the expression of ideas in written form.

The conference process becomes the key area for instruction and evaluation. The conferencing period gives the student something to think about, and guides him in the writing process....eg,this was an interesting part can you explain more, this part was not clear can you describe it, this was an exciting part, I would like to hear more. The emphasis of the

program is on the development of the writing process. The goal is to develop the student's pride in his/her written work and allows for the teaching of language in the context of the students work.

The conferencing period is the time when it is possible to help students improve the errors in their writing. While students are in the writing stage of their paper, they should be encouraged to share their papers with their peers and teacher in the conferencing period. The students can then share opinions on how to communicate ideas. The teacher can also take part in this writing stage, offering suggestions while the work is still on the screen or in draft form. The teacher is no longer just the "final critic." The conferencing period provides an opportunity to "show what they mean instead of telling".(Graves, 1984) The teacher can model through her/his own writing or the teacher can show how to handle a certain problem in one child's paper while one to two others watch. The teacher wants to spend little time talking and more time listening. The student, the writer, learns to control the communication situation and develops the skills to critique their own writing. In the revision and reworking process the student reads and answers questions about their own writing. They learn to develop an inner dialogue.

The benefit of the computer is that the student is able to make revisions without retyping the whole paper. The student

is more receptive to suggestions. The process of helping a student improve their writing is a catch between ignoring all errors and leading the student. The teacher is aware of the students' writing by looking at their work and keeping an idea of where the students are. The daily conference can last 30 sec. to a minute. Longer conferences can occur at the end of the first draft, once a week, and just before publishing. The emphasis should be on student's self correction. The structure of the conference is based on teacher questions, student's informing. In the questioning procedure the teacher is helping the student to look at their own work and revise it. The students will learn to use the "correction code". The teacher locates an error in the sentence. She/he writes the code in the margin and then it becomes the student's responsibility to find the error and correct it. The teacher does not mark-up or cross out the student's work for him. The use of self-correction forces the student to think about the type of errors he is making. The student can then return to the computer and revise those errors. The teacher can use the computer printouts as a record of the revisions the student has made.

The teacher should isolate a few types of errors that the student will work on. The teacher can set goals based on the language assessments they do from the first few written assignments. In this way each students work is individualized.

Another aspect of the evaluation process is the student

contract for each assignment. In this way the student takes an active part in the grading process. His grade is a reflection of effort as well as content. Students know what is expected of them in the assignment. It is not necessary to grade each "writer's" paper. At the end of the marking period the writer's can be asked to submit two or three of their best papers for a grade. These papers can be graded holistically. The teacher reviews the paper for its overall impression and gives a score based on how the written work compares. During the marking period the writer has been receiving frequent feedback so the writers are not surprised by the grades they have received. They are also aware of the effort they have put in.

Students need to see how well they are doing. The old saying that success breeds success is true. The students should have some form of a written chart so they can see their progress. The chart should allow them to see their strengths and their weaknesses. See the sample chart that follows. Students who are writing need an audience. They need to feel that other people besides the teacher will be reading their work. The teacher can create a magazine that can be available in the classroom for others to read. The teacher should make it a point to share student's writing with other teachers as well

The process of evaluation is part of the process of writing. Evaluation does not stop with the teacher making

critical marks on the page, rather evaluation should be a tutoring, sharing communication process where revision is encouraged and clear communication is the goal.

CORRECTION CODES FOR YOUR WRITTEN WORK

	CODE	MEANING	WHAT'S WRONG	EXAMPLE
1.	sp	Spelling	a word in this line is spelled wrong.	The girl is ahhpy.
2.	C	Capitalization	a capital letter is needed in this line	Bob and i went to school.
3.	lc	Lower case	a word in the line is capital and needs to be a small letter	The girls chased the Cat.
4.	P	Punctuation	there is an error in punctuation on this line.	Did you win.
5.	#	Number, singular plural	a word in this line is singular and it should be plural or plural needs to be singular.	These book were open.
6.	ill.	Illegible	I can't read it.	
7.	vt.	Verb tense	a verb on this line is the wrong tense.	Debbie was cry.
8.	V	Verb error	a verb in this line is in the wrong form	Robert has laugh at the jokes.
9.	pro	Pronoun error	there is a wrong pronoun on this line.	The girl ate she ice cream.
10.	prep	Preposition	an incorrect preposition is in this line.	The boy walked at the room.
11.	^	Insert (put in)	something needs to be added to the sentence.	The boy saw cat.
12.	\	Delete	to take something out of the sentence.	Mary lost the her book.
13.	W	Wrong	used with the code for part of speech, wrong choice of words.	The girl see at the TV.
14.	?	Not clear	I don't understand what you are saying.	
15.	S-V	Subject, verb agreement	The subject and verb in this line do not agree.	The class were upset.
16.	cont	Contraction	There is a mistake in the contraction on this line.	He cant come.
17.	poss	Possessive	a mistake in the possessive form	Bobs toy broke.
18.	adv-adj.	Change adverb to aujective	an adverb needs to be an adjective	The bitterly old book broke.
19.	adj-adv.	Change adjective to adverb	An adjective needs to be adverb	The chorus sing beautiful.

	CODE	MEANING	WHAT'S WRONG	EXAMPLE
20.	¶	Paragraph	a new paragraph is needed starting with a sentence that starts on this line.	
21.	no	No paragraph	combine this paragraph with the one above.	
22.	rep	Repetitious	word or sentences on this line are said too much. Cut something out, or reword it.	
23.	frag	Sentence fragment	This sentence is not complete	When he arrives.
24.	RO	Run on Sentence	Too many ideas in one sentence	The football team played well and won the game outside they had fun.
25.	awk	Awkward	the sentence is awkward-rewrite the sentence.	
26.	wordy		the sentence is too wordy find a more specific way to say your idea.	

STATUS OF THE CLASS

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Karen	1st draft	1st draft	absent	Conf.	2nd draft	
Bob	choose topic (airplane)	1st draft	1st draft	Conf.	2nd draft	
Sue	Conf.	Publish Conf.	choose new topic	choose new topic	1st draft	
Mike	2nd draft	2nd draft	Conf.	3rd draft- revise ending	writer's critical reading	
Kevin	Publish Conf.	Choose new topic	Start 1st draft (rocky start)	Revise lead	1st draft	

Information can be recorded in grade book, using a set of teacher decided symbols.

DATE	Number of Pages	Book	Content	Cap. Punc.	COMMENTS	Instr. Needed	New Vocabulary
9/ 4	½	yes	✓	sentence beginnings	Very creative - an interesting ending		ominous, slimy
9/6	1	yes	✓	omission in series	Good paragraph. Use of descriptive words is clear. I liked the part about dogs Can you explain more?		aroma stench

3. Indicates that the students story was entered in the classroom book.
4. Placement of checks indicates quality of work: Far right = poor quality; Middle = satisfactory; Far left = excellent
5. Indicates that the teacher discussed mechanics with the student. Allows student to set goals for another activity.
6. Teacher can write comments for the student, helpful for setting goals for the next assignment.
7. Check indicates follow-up work is needed. Teacher initials when completed.

Students will keep writing in their writing folders.

The folder can be a summary of information.

BOOKS I WROTE

1. Ribs (Oct. 29)
2. Accident (Nov.6)
3. Dreams (Dec. 3)
4. The day I woke up

SOME NEW IDEAS
TO WRITE ABOUT

1. Night at the Prom
2. First day of baseball practice
3. Learning sign language

SKILLS HE CAN USE

1. possessives
2. periods
3. quotation marks
4. use of Speller, proofread for spelling
5. verb tense - past

TOPICS HE KNOWS ABOUT

1. Hospitals
2. baseballs
3. Cape Cod
4. whales
5. tuxedos

THE COMPUTER AND THE HEARING IMPAIRED

Should the computer be used as a tutor or a tool for the hearing impaired? This is a question that many parents and teachers are asking. At the present time there is little available software for hearing impaired students which is appropriate. The computer offers its greatest potential for the hearing impaired when it is used as a tool. The word processing component of the microcomputer offers a remarkable teaching opportunity for improving hearing impaired students' writing.

Even the weakest writers have been motivated to write using the word processor.

IMPROVING WRITING SKILLS USING THE COMPUTER

Teachers and parents of the hearing impaired have struggled for years with the fact that the students' writing was difficult to understand and had many grammatical errors. The hearing impaired child experienced frustration in the writing process and often lost his desire to communicate using writing.

But when one of the most reluctant hearing impaired writers came into the classroom eager to edit his story it became evident that the latest addition to the classroom and the home is a potential learning tool for writing.

The word processing component of the microcomputer offers a remarkable teaching opportunity for improving hearing impaired students' writing.

Even the weakest writers have been motivated to write using the word processor. Initially, the students feel important because they can operate the computer. Then they begin to write and express their ideas on the screen. The students learn how easy it is to revise and edit their written work. There is no longer a drudgery associated with making corrections, as a result they are more receptive to teacher, parent and peer suggestions. Through the revision process the students learn that there are various ways to say the same idea. The word processor allows the students to spend more time manipulating and experimenting with language. The teacher, parent can act as a "tutor" of language rather than a critic of the final project. Results have shown that it is when the student works through the revision process they learn the most about writing.

At this point there is minimal research on the effect of the word processor on writing, however from a subjective viewpoint the students using the word processor wrote more and revised more and as a result their writing improved.

The word processor is only a "tool". It is not a "cure all" for all the writing problems. The student still needs an audience to share in the process of written communication. The computer is a motivating tool for writing, but to be an effective tool it must be paired with teacher enthusiasm and assignments which assure success.

LEARNING ACTIVITY PACKET
CREATIVE WRITING

Writing is fun. When you write you can be creative, you can be funny, you can create characters and the characters can do what you want them to. You can write for several purposes. Creative writing lets you design characters, develop a plot and have an ending to a story that you choose.

You will have time to do freewriting. That means that you will have two periods to write. Your goal is to sit and type for two periods. Once you get started, try not to stop writing. Try to get a feel for how the words fit together.

The beginning of this story is exciting. You create the ending. You can have a happy ending, it can be funny, you can make it more frightening or you can make it sad, the choice is yours. You can add more characters or change the scene. Once again, the choice is yours.

REQUIREMENTS:

Grade of C checklist:
___ finish the story
___submit a rough draft, proofread it
___submit a final copy, maximum of five spelling, typing errors

Grade of B checklist:
___finish the story, add another character
___submit a rough draft, proofread it
___submit a final copy, maximum of three spelling, typing errors.

Grade of A checklist:
____finish the story, add another character and add a new setting
____submit a rough draft, proofread it
____submit a final copy, maximum of two spelling, typing errors.

LANGUAGE/ENGLISH GOALS

This is freewriting, you are writing for fun and enjoyment. You should use your best english so that your writing is clear for the reader. Have fun. Create a great story.

The house was dark and ominous. The house was on the outside of town. There was a boy inside the house. The man had tied him in the chair and put a gag in his mouth. He struggled desperately, but nothing helped.

In the other room, the killer was sharpening his knife. The thirty-one year old man looked even taller and skinnier than he was before. Kevin could not see the man's face too well because he was standing in dark shadows. But he did notice that the man had a scar from his eye to his mouth.

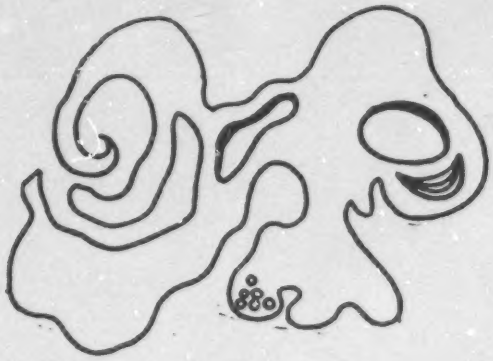
"Now I am going to kill you!" exclaimed the man. He raised the knife above Gerald's head.

LEARNING ACTIVITY PACKET
CREATIVE WRITING

Writing is fun. When you write you are communicating with the reader. You are giving the reader a message. You want the message to be clear. You may want the reader to understand something or you may want the reader to feel something or learn something. When you write you write for a purpose. Creative writing lets you design characters. Creative writing lets you make decisions. Just be sure that you communicate clearly with the reader.

You will have time to do freewriting. That means you will have two periods to sit at the keyboard and write. Once you get started, try not to stop writing. You want your ideas to flow. Remember, later you can go back and edit.

This is an "imagine" story. You create something. Imagine that you found this in your room.



Write about this thing. Include answers to these questions in your paragraph. Let your imagination "run wild". The strange or unusual is FUN to read.

SOME QUESTIONS TO CONSIDER:

1. What is it?
2. What can it do?
3. What color is it?
4. What is it made of?
5. Where can you find another one like it?
6. How did it end up in your room?
7. Why is it in your room?
8. How does it make you feel?
9. What are you going to do with it?
10. How much do you think it is worth?

Create

REQUIREMENTS:

Grade of C checklist:
____answer each question, use complete sentences.

Grade of B checklist:
____answer each question,
____write a description of your object, include some answers to the question.
____submit a roughdraft, proofread it.
(questions,description)
____submit final copy, maximum of three spelling errors.
____submit rough draft with all adjectives underlined.

Grade of A checklist:
____Submit answers to the questions.
____write a story, with the object as the main character. (setting, action, response, how it ends)
____submit the roughdraft, proofread it.
____submit final copy, maximum of two spelling, typing errors.
____submit rough draft, underline all adjectives.

LANGUAGE/ENGLISH GOALS

This is freewriting. You are writing to communicate with the reader. You are writing for fun. You should use your best english so that your writing is clear. Have fun.

An adjective is a word that describes something.
a RED ball
a YELLOW coupon
a FANCY corvette
Adjectives help give the reader an image.
Use adjectives in your writing.

COMPUTER GOALS:

Demonstrate ability to use type, edit modes.
Demonstrate ability to save a file and retrieve a file.
Demonstrate ability to print-draft
Demonstrate abililty to print final.

You can submit your requirement as many times as you would like up until the deadline. After the deadline I will accept your paper for two day, but your grade will be lower. Everyone can have a perfect paper. GO FOR IT.

I CAN'T WAIT TO READ YOUR STORY. WILL I BE AFRAID OR WILL I LIKE IT. WILL I WANT TO MEET IT.

Create

Deadline_____

Remember to budget your time.
If you need help with use of the computer, be sure to ask.

LEARNING ACTIVITY PACKET
DESCRIPTIONS

Our language allows us to describe people, places, things and events.
This is a difficult skill. You must be able to use language to paint a clear picture for the reader.
Your writing must possess:
Factual precision: the reader understands and gets a clear picture from your words.
Verbal precision: you choose the best word, the most exact word to give the reader a clear picture.

You will practice writing descriptions so that you can improve your factual precision and your verbal precision.

There are many practical reasons for improving your ability to describe. You might need to describe an object that you lost. You might need to describe a person so that another person will recognize them at the airport or other places. You might want to describe a place to a friend before they visit it themselves. These are only a few reasons why you are going to practice your skills of describing.

To write a good description you will need to choose vocabulary that gives exact meaning. You will need to use many adjectives. You will need to learn how to use a Thesaurus to help you choose the right word to use.

REQUIREMENTS:
Grade of C checklist:
____complete all class activities
____Describe a thing. Select an activity from the list.
____Describe a place. Select an activity from the list. Print this twice. Use the edit mode to move a paragraph.
____Describe the physical characteristics of a person. Select an activity from the list. Print this paragraph twice. Use the edit mode to insert a more precise adjective.

Grade of B checklist:

____complete all in class activities

____Describe an object. Select 2 activities. Use the edit mode to move the topic sentence. Print the description twice.

____Describe a place. Select one activity.

____Describe the physical characteristics of your best friend.
Print the description. Use the edit mode to change the adjectives so that you description does not give a picture of your friend.

____Describe a person's personality. Select an activity.

Grade of A checklist:

____complete all in class descriptions.

____Describe an object that is familiar to your classmates. Print a copy for everyone. See who gets it right.

____Write a story. In the story you must describe a place, a person or persons, an event and several different objects. You may use suggestions from the list.

LANGUAGE/ENGLISH GOALS:

In your descriptions we will be looking for good use of vocabulary.
Your descriptive paragraphs must contain examples of:

sentence pattern-N-LV-Adj

simple subject and compound predicate

a simple sentence with either two adj. or two nouns placed after the simple predicate.

Computer goals:

Demonstrate use of all previous goals.

Are you able to use the edit mode to move paragraphs or sentences?

Are you able to use the edit mode to REPLACE words?

You can submit your requirements as many times as you would like up until the deadline. After the deadline papers will be accepted for one more week but the grade will be lowered. After the deadline date you will have five days to make revisions.(one school week). Everyone can have a perfect paper. GO FOR IT.

I CAN'T WAIT TO READ YOUR DESCRIPTIONS

DEADLINE_____

See the packet for suggestions.
See the packet for examples of each type.
See the packet for examples of different sentence variations.
If you want some practice worksheets on sentence variations,

LEARNING ACTIVITY PACKET
BUSINESS LETTER OF INQUIRY
(asking for information)

You will use business letters many times in your life to ask for information from sources. Your goal is to write your request clearly so that you receive the information that you want.

You will practice writing letters requesting colleges to send you information. The word processor can help. Most times you can send the same letter to all the colleges. You only need to change the address and the salutation. Now you can write 5 letters in the time it took to do one.

Write a rough draft of a letter of inquiry. If you need help see the sample. Submit your rough draft.

Print your corrected letter 5 times. Use block form. Change the name of the school, the address and the salutation.

Language/English goals:

In your letter we will be looking for your ability to ask for information clearly.

Your letter must contain:

- interrogative sentences
- sentence patterns NP + V1
  NP+v+NP2
- correct pronoun referents

Computer goals:

- Demonstrate the use of all previous goals.
- Demonstrate the ability to use the edit mode to REPLACE.
- Demonstrate the ability to retrieve a saved document.
- Demonstrate the ability to use rough draft.

You can submit your requirements as many times as you would like up until the deadline. After the deadline, papers will be accepted for one more week but the grade will be lowered. After the deadline date you will have five days to make revisions.(one school week) Everyone can have a perfect paper. GO FOR IT.

You should be able to submit 5 perfect letters by the deadline date.
I am looking forward to seeing what schools you would like to apply to or get information from.

DEADLINE DATE_____

See the packet for sample letters
See the packet for example of block style.
See the packet for example of sentences.
If you want some practice sheets on writing good questions, see Mrs. VanDerHorn.

LEARNING ACTIVITY PACKET
PERSONAL LETTERS

You will be using the computer to help you write personal letters.
You will be responsible for writing several different kinds of personal letters.

TYPES OF PERSONAL LETTERS:

1. friendly letter
2. letter of invitation
3. letter of acceptance
4. letter of regret
5. thank-you letter
6. letter of congratulation
7. letter of condolence

REQUIREMENTS:

Grade of C checklist:

____five types of personal letters
____one letter printed twice, you must change the salutation(greeting) and the closing.

Grade of B checklist:

____eight types of personal letters
____one letter of condolence, sent to two different people.
____one letter of thank you, print the letter twice, change the closing.

Grade of A checklist:

____one of each of the types of personal letters.
____a thank you note for a gift
____a thank you note for hospitality
____a letter of condolence, printed twice, change the greeting and the closing.

LANGUAGE/ENGLISH GOALS

In your personal letters we will be looking for different types of sentences. You must use declarative sentences, interrogative sentences, and exclamatory sentences.

Computer goals:

Are you able to load Bank Street Writer?
Are you able to insert your own diskette?
Are you able to type in your letter and change your typing mistakes as you go along?
Are you able to save each letter?
Are you able to use the edit mode to insert?

You can submit your letters as many times as you would like up until the deadline. After the deadline papers will be accepted for one more week but the grade will be lowered. You can do a good job so this will not be a problem.

HAVE FUN TYPING PERSONAL LETTERS

DEADLINE_____

See the packet for sample letters of each type.
See the packet for directions for letters of each type.
See the packet for suggestions, ideas for the letters.

LEARNING ACTIVITY PAK

WRITING REPORTS

There are many times when it is interesting to learn new information. Sometimes you may want to learn about a new place or an interesting person. Other times you may want to learn how to make something. There are many resources in the library that can help you learn about new things.

Take a few minutes to talk to your teacher about some of the references you can use in the library. If your teacher or another student mentions a reference you don't know about--be sure to ask about it.

After you learn new information it can be fun to share that information with your friends. Sharing information is an important part of communication. When you share information you must be sure that your ideas are clear. The other person will want to learn what you know.

A written report is an organized way of communicating information.

First you pick your topic.
Second you skim through books to get some information for your topic. You can take notes. Notes help you to remember the information you have read. Your notes do not have to be in full sentences. Be careful, you can use another writer's ideas, but you cannot steal his sentences. Some people use index cards to write their notes. You will try both ways to see which works best for you.

Third, you organize your notes. Try to find the ideas that are similiar and put them in groups. You will give them a "heading" a name.
Fourth, you will make an outline of what you want your paper to look like.
Your paper will have an introductory paragraph, several detail paragraphs and a concluding paragraph.

Fifth, now all the hard work is done. Now comes the fun part. Writing your information so that other people can learn something new from you. Since, you have already organized the information now you can concentrate on making clear and correct sentences.

Your report will be interesting and fun to share with others. Thanks for investigating.

Please share a bibliography each time you use information from a book. See the model so that you will type the bibliography in the right form.

REQUIREMENTS:

Trial I: The teacher will give you a set of notes to use.

Grade of C checklist:
_____ organize the notes into an outline form.

Grade of B checklist:
_____organize the notes into an outline form.
_____compose paragraphs for each section of the outline.
_____submit a roughdraft, proofread.
_____submit a final copy with a minimum of three spelling/typing errors.

Grade of A checklist:
_____organize notes into an outline form.
_____compose paragraphs for each section of the outline.
_____write topic sentences for each paragraph.
_____write your report in an interesting way.
_____submit a roughdraft, proofread.
_____submit a final copy, maximum of two spelling, typing errors.

You can submit your requirement as many times as you would like up until the deadline. After the deadline I will accept you paper for two days but your grade will be lower. Everyone can have a perfect paper. GO FOR IT.

I can't wait to read your report. I love to learn new things.

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